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89 DEC 1976

MEMORANDUM FOR: Director of Training

25X1A FROM : [REDACTED]  
Acting Chief, Intelligence Training Branch  
Intelligence Institute

SUBJECT : Course Report, Intelligence Process Course  
No. 2-77, 15 November - 17 December 1976

The five-week, full-time Intelligence Process Course (IPC) concluded on 17 December with few disruptions to the Course schedule despite the major reorganization of the Directorate of Intelligence that was taking place during the weeks that the Course was held. The Course objectives (Attachment 1) were well met in the opinion of the Course managers. Student reaction to the varied activities was searching and generally positive. The class attitude throughout the Course was extraordinarily good. [REDACTED] who assisted in running the Course on a part-time basis, have read this report and concur in it.

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1. Student Participation

Student interest and enthusiasm remained at a high level for all five weeks of the Course. The students maintained a good record of being "on time" for presentations and were especially prompt for field trips. Our guest speakers commented a number of times on the quality of the questions they were asked, and questions came from all members of the class.

The 15 Career Trainees (Attachment 2) that were in this class of 21 were exceptionally searching in their questions. As a group, they sought to gain a maximum of information and knowledge about the intelligence process and the Intelligence Community. In consequence, they were critical of those sessions that fell short of their perhaps too high expectations.

Through the good work of [REDACTED] of the Career Training Program and [REDACTED] of the Office of Security, we were able to have all students participate in all field

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trips except that to the White House Situation Room. This enabled the IPC to avoid what had been a significant morale factor during the last session of the Course. The arrangements enabled the entire class to enter non-Agency facilities on the strength of their Agency badges [REDACTED]

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All administrative parties concerned in setting up this special access believed that it would be best to wait until the new administration is in office before approaching the Secret Service about the possibility of a similar routine for the White House Situation Room visit.

Five of the Career Trainees slated to do interims in the National Photographic Interpretation Center and the Office of Imagery Analysis were out of the class during the third week because it was the only time they could receive photo interpretation training for their interim assignments. These five thus missed the writing exercises. The staff believes, however, that being absent that week minimally affected their substantive understanding of the intelligence process.

## 2. Student Evaluation (Attachment 3)

On a scale of 1 to 7, with 7 being "highly satisfactory," the students gave the IPC an average ranking of 5.3 for having achieved its stated objectives. The CTs as a group once again ranked the Course slightly lower than the non-CTs. In this class, the average rating of the 15 CTs was 5.3, with individual ratings covering the scale from 4 to 6.5. This compared with an average of 5.4 for the other class members whose ratings clustered nearer their average. We believe the higher rating of the non-CTs reflects an appreciation of the Course based on their broader, more informed intelligence background.

## 3. Student Observations and Suggestions

Comments on Course content followed previous patterns. Criticism and praise of presentations and exercises tended to cancel each other, reflecting different student interests, experiences, and expectations.

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Because they sought perhaps too much from the Course, some of the Career Trainees came down particularly hard on areas that disappointed them. The military briefers, especially at the Defense Intelligence School, were seen by many as a necessary evil at best. It continues to be a sad fact of life that too many military briefers talk about how they are organized to do business instead of about what they actually do and how they do it.

The writing and briefing exercises continue to frustrate a number of the students. Some of this no doubt reflects a bridling at the artificial constraints of exercises, as well as the fact that they are exercises and not "real work," which the students show a keen interest in getting on to. Most of the students, however, expressed a belief that exercises were worth retaining.

A few of the students were more sensitive than usual to the classroom critiques that follow the briefing exercise. Others noted that they gained a good deal from such public proceedings. There was a general feeling, however, that the briefing exercise and critique session should be tightened up.

The students reacted well to the short writing exercise in which they write a summary to a piece of finished intelligence, but they were fairly negative toward the longer "Staff Note" exercise. We have tried a number of variations on the longer writing exercise during the five sessions of the IPC to date and have encountered some difficulty each time. We intend to rethink this exercise.

Several of the Career Trainees questioned the wisdom of mixing CTs and direct-hire professionals in the same class. Although the more experienced officers contribute questions that the CTs would be unlikely to ask and there has been good interaction between the two types of students during breaks and on field trips, there was a tendency for certain of the non-CTs to pontificate somewhat and pose occasional self-serving, rhetorical questions.

#### 4. Problems Encountered

Considering that the reorganization of the Directorate of Intelligence took place while the IPC was in session, we

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experienced few problems. The Office of Current Intelligence went out of business, and the Current Reporting Group of the DDI was literally finding its desks when we would have needed an editor to go over the "OCI" Staff Notes. [REDACTED]

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[REDACTED] assumed the task of discussing the role of current intelligence production and support to policy makers in place of the canceled office visit and reviewed those student-produced Staff Notes normally given to the former OCI editors.

Although [REDACTED] the Intelligence Institute assisted in managing the Course, neither was able to be with the Course from beginning to end, and on several days neither was available. This caused no administrative problems, but the in-and-out of training personnel was noted by the students.

#### 5. Student Concerns

The Career Trainees in this course appeared to be highly motivated. They wanted to understand the intelligence business as fully as possible. Somewhat indirectly, we gather that several of them are actively trying to decide whether they have indeed chosen the best field of endeavor, both for themselves personally and in terms of a government career.

#### 6. Results of Changes and Innovations

New presentations added to the Course are discussed in the order they appear in the Course schedule.

-- Videotapes of presentations by Theodore Shackley, Associate Deputy Director for Operations, and [REDACTED] Deputy Chief, Soviet Europe Division, DDO, from the most recent CIA Today and Tomorrow, were still timely and relevant. They were presented as part of the sessions devoted to the role of the DDO in the intelligence process.

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-- [REDACTED] of the Office of Performance Evaluation and Improvement, Intelligence Community Staff, was selected by [REDACTED] Director of that Office, to address the "Assessment of the

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Intelligence Process." [REDACTED] spoke a great deal about the process, which the class had already covered by the beginning of the fifth week of the Course, but unfortunately he did not detail much about the problem of assessing the performance of intelligence or the assessments that have been made.

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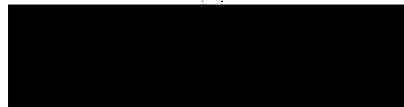
7. Future Changes and Innovations

As noted above, we intend to rethink the longer writing exercise. It may be better, as a number of students suggested orally, to have several different short exercises with quicker feedback. Such an approach would involve more of the staff in the exercise. It would necessitate insuring that the new DDI rotational instructor, who should be in the Intelligence Training Branch no later than the beginning of June, has had editorial experience as does the incumbent. We cannot reasonably expect [REDACTED] to carry the entire burden of such new exercises.

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8. Class Composition

A compendium of class statistics is located at Attachment 4.



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Attachments:

- 1 - Course Schedule (annotated)
- 2 - Class Roster
- 3 - Student Evaluation Form
- 4 - End-of-Course Data